

**AILA World Congress 2008**

**Multilingualism: Challenges & Opportunities**

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**Essen**



RESULTS OF THE VALIDATION OF THE PACTE  
TRANSLATION COMPETENCE MODEL : *DECISION-  
MAKING*

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## I.- INTRODUCTION

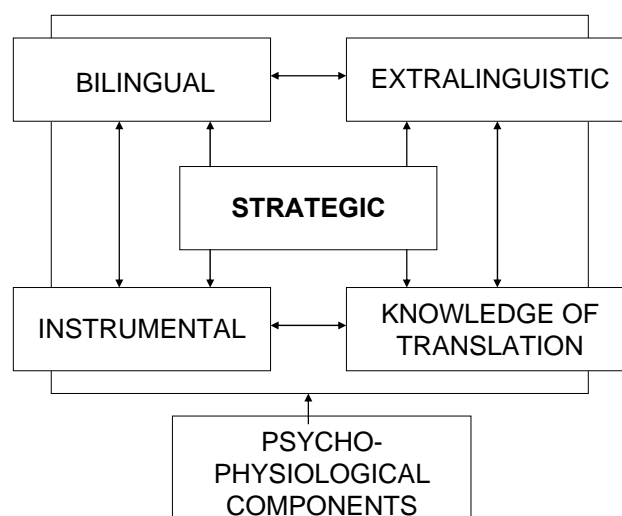
The underlying system of knowledge required to translate

- ✓ Expert knowledge
- ✓ Predominantly procedural
- ✓ Comprising different inter-related subcompetences
- ✓ Important strategic component

❑ 'Expertise' is defined in terms of:

- ✓ years of experience translating
- ✓ translation as a primary source of income

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## II.- RESEARCH DESIGN

(PACTE 2005b, 2007b)

### **EXPERIMENTAL UNIVERSE**

- Professionals working with foreign languages

### **SAMPLE**

- Expert translators (35)
- Teachers of foreign languages (24)

Expertise in translation  
2 categories :

(+) “expertise”

(-) “expertise”

Translators with more than 5  
years' professional experience

Language teachers with more than  
5 years' professional experience,  
but no experience as translators

- Knowledge of translation
- Efficacy of the process
- **Decision-making**
- Translation project
- Problem solving

- Direct translation (B-A)
- Completion of a questionnaire on the translation problems encountered
- Inverse translation (A-B)
- Completion of a questionnaire on the translation problems encountered
- Completion of a questionnaire on knowledge about translation
- Retrospective interview

6 LANGUAGE COMBINATIONS

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**TYPES OF INDICATORS**

- Data obtained directly from the data collection instrument: total time taken, time taken at each stage
- Data collected and interpreted by PACTE: acceptability of results, dynamic index, coherence coefficient, sequences of actions, etc.

**► IMPORTANCE OF ACCEPTABILITY**

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**TRIANGULATION TYPES**

- Contrasting translators and teachers
- Contrasting direct and inverse translation
- Integrating acceptability indicator
- Contrasting different variables

# **III.- RESULTS OF THE STUDY SO FAR**

(PACTE 2008)

**DIRECT TRANSLATION**

1. Title (a metaphor). Problem: to catch the reader's attention
2. Technical term. Problem: extralinguistic
3. Reference chain. Problem: textual
4. Element with explication. Problem: textual
5. Especially rich point. Problem: intentionality

**INVERSE TRANSLATION**

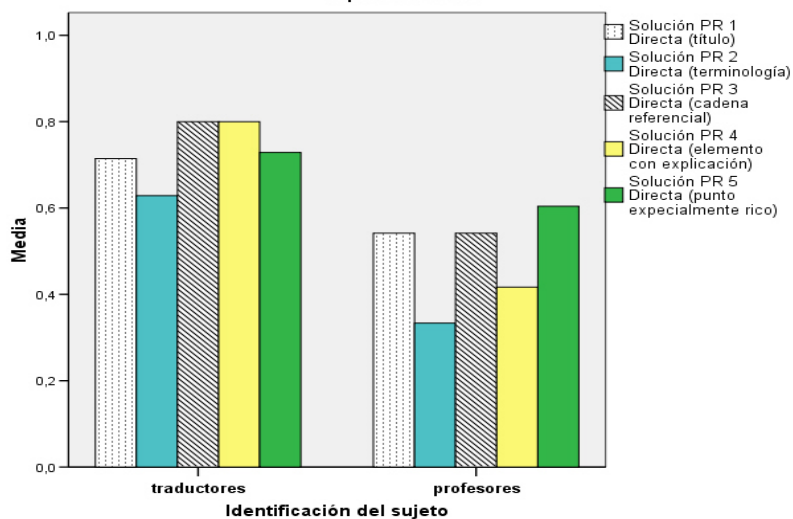
1. "Indiano... fortuna del americano". Problem: extralinguistic; textual.
2. "Gobierno alfonsino". Problem: extralinguistic
3. "Desenfreno y dilapidación". Problem: linguistic
4. "La geografía comarcal... ". Problem: intentionality
5. "común... trona". Problem: intentionality; textual; extralinguistic

Meaning	Function	Language	Category	Numeric value
A	A	A	A	1
A	A	SA		
A	SA	A		
A	SA	SA		
SA	A	A		
A	A	NA	SA	0,5
A	SA	NA		
A	NA	A		
A	NA	SA		
SA	SA	A		
SA	SA	SA		
SA	A	SA		
A	NA	NA	NA	0
SA	SA	NA		
...				

## ACCEPTABILITY

Average value per Rich Point (direct translation)

La media de los puntos ricos en traducción directa en los dos grupos experimentales

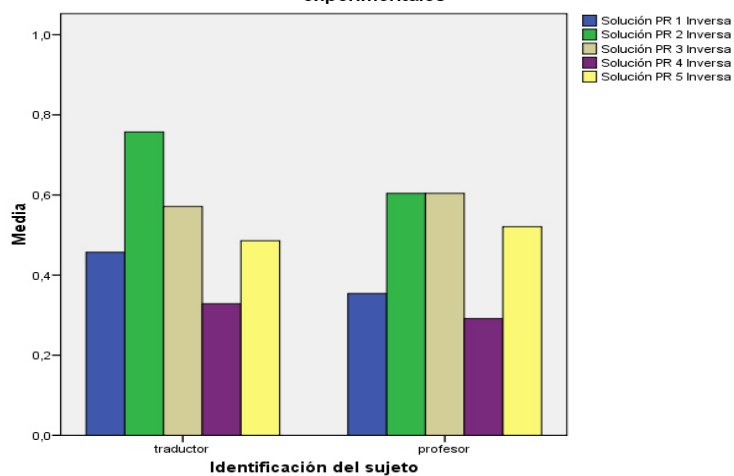


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## ACCEPTABILITY

Average value per Rich Point (inverse translation)

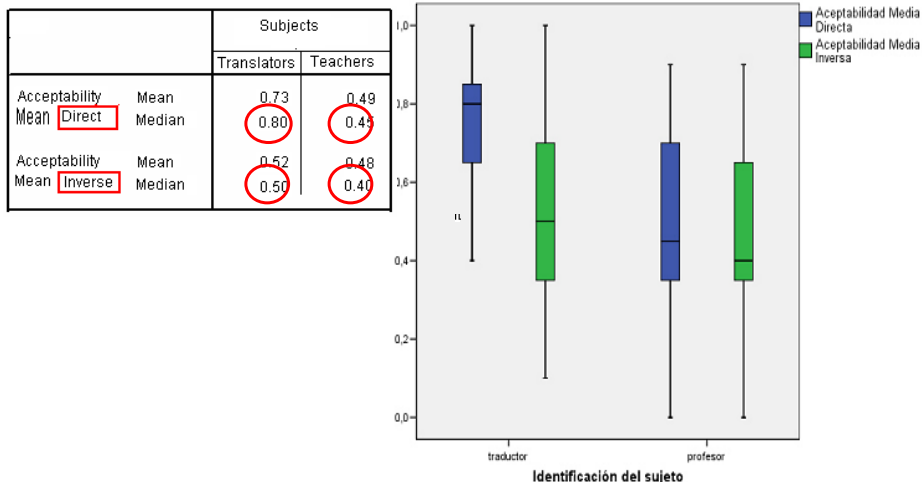
La media de los puntos ricos en traducción inversa en los dos grupos experimentales



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## ACCEPTABILITY Results



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## ACCEPTABILITY Results

### TRANSLATORS

DIRECT Ranking	Mean acceptability	INVERSE Ranking	Mean acceptability
1 TRI12	1.00	TRI12	1.00
2 TRF10	1.00	TRF5	1.00
3 TRI8	1.00	TRA4	1.00
4 TRI7	1.00	TRF10	0.80
5 TRI3	1.00	TRF4	0.80
6 TRF4	0.90	TRF2	0.80
7 TRI14	0.90	TRI14	0.70
8 TRI4	0.90	TRA3	0.70
9 TRF8	0.90	TRA2	0.70
10 TRA3	0.80	TRA9	0.70
11 TRI1	0.80	TRI13	0.70
12 TRI11	0.80	TRI1	0.60
13 TRF11	0.80	TRI11	0.60
14 TRI15	0.80	TRF11	0.60
15 TRF6	0.80	TRI6	0.60

### TEACHERS

DIRECT Ranking	Mean acceptability	INVERSE Ranking	Mean acceptability
1 PI9	0.90	PI1	0.90
2 PI1	0.80	PI9	0.80
3 PA7	0.80	PF5	0.80
4 PI8	0.80	PA7	0.70
5 PI7	0.70	PA4	0.70
6 PF6	0.70	PF2	0.70
7 PI2	0.70	PA5	0.60
8 PA4	0.60	PI8	0.50
9 PA6	0.60	PI3	0.50
10 PF8	0.60	PI4	0.50
11 PF4	0.60	PA2	0.50
12 PF7	0.50	PI7	0.40
13 PI3	0.40	PF6	0.40
14 PI6	0.40	PA6	0.40
15 PI3	0.40	PF7	0.40

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Ranking		Mean acceptability TOTAL
1	TRI12	1.0
2	TRF10	0.9
3	PI1	0.85
4	TRF4	0.85
5	PI9	0.85
6	TRF5	0.8
7	TRA4	0.8
8	TRI14	0.8
9	TRF2	0.75
10	TRA3	0.75
11	PA7	0.75
12	TRA2	0.7
13	TRA9	0.7
14	TRI1	0.7
15	TRI11	0.7
16	TRF11	0.7
17	TRI8	0.7
18	TRI15	0.65
19	TRF6	0.65
20	PI8	0.65

- Instrument:
  - Questionnaire on knowledge about translation
- Indicators:
  - Dynamic index
  - Coherence coefficient

Differences between the two groups of subjects

Groups	Mean	Median	Máx.	Mín.
Translators	0.273	0.200	0.900	-0.200
Teachers	0.088	0.150	0.625	-0.400

**Conclusion:**

**The dynamic index of the translators is significantly higher than that of the teachers, i.e. the translators have a more dynamic concept of translation.**

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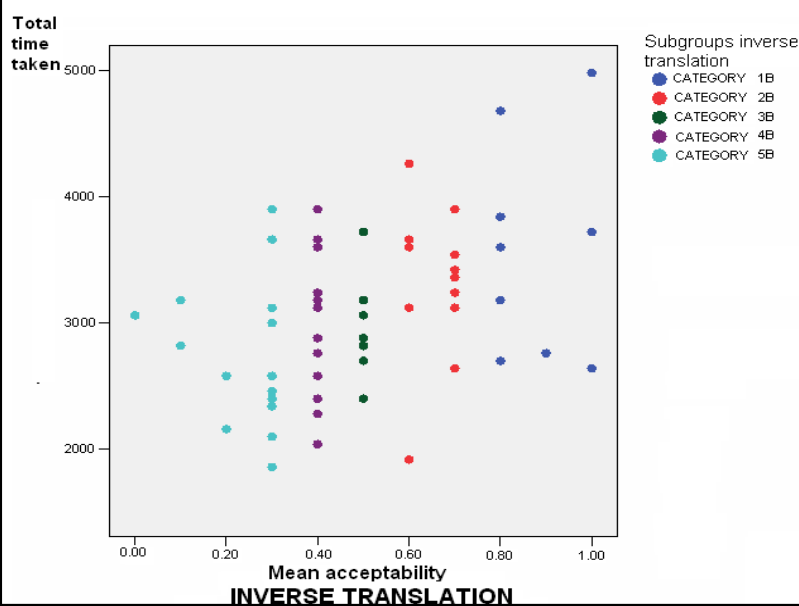
Groups	Mean	Median	Máx.	Mín.
Translators	0.37	0.50	1.00	0.00
Teachers	0.27	0.50	0.50	0.00

**Conclusion:**

**There is no significant difference between the coherence coefficient of translators and teachers, i.e. both translators and teachers are coherent in their concept of translation.**

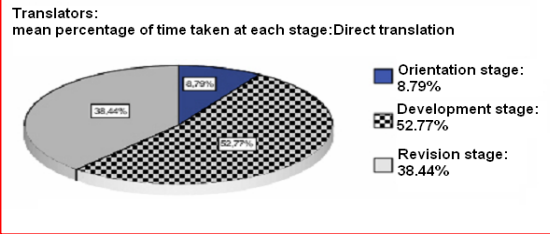
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- Instrument:
  - Translations
  - Direct observation charts
  - Proxy and Camtasia recordings
- Indicators:
  - Acceptability of solutions
  - Total time taken
  - Time taken at each stage

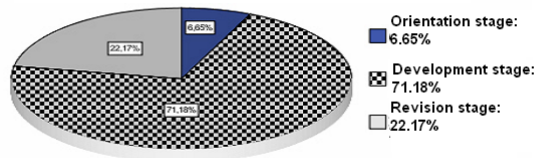


## TIME TAKEN AT EACH STAGE

### Direct translation



Teachers:  
mean percentage of time taken at each stage: Direct translation



## IV.- DECISION-MAKING

- Instrument
  - Translations
  - Direct observation charts
  - Proxy and Camtasia recordings
- Indicators
  - Sequences of actions
  - Acceptability of results

**ACTIONS**

**PS:** Provisional solution

**DS:** Definitive solution

**CON:** Consultation

- **CON BL** (little cognitive implication): bilingual dictionaries.  
2 categories: CONBL-C, CONBL-NC
- **CON AL** (greater cognitive implication): All others
- **CON-0**

■ **INTERNAL SUPPORT**

e.g. DS ; DS – CON<sup>n</sup>

■ **PREDOMINANTLY INTERNAL SUPPORT**

e.g. PS - CON AL - CON AL - CON BL (NC) - DS

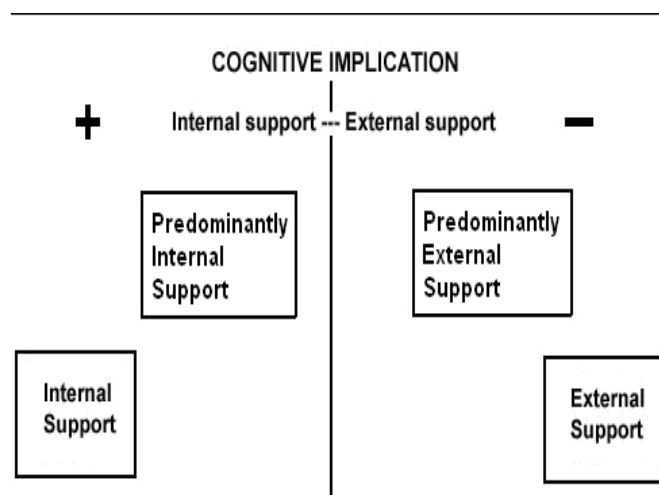
■ **PREDOMINANTLY EXTERNAL SUPPORT**

e.g. PS - CON AL- CON AL- CON BL (C) – DS

■ **EXTERNAL SUPPORT**

e.g. CON BL (C) – DS ; CON BL (C) – DS - CON<sup>n</sup>

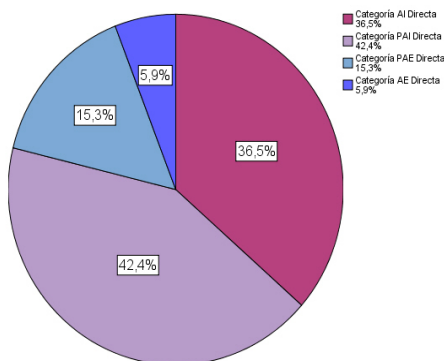
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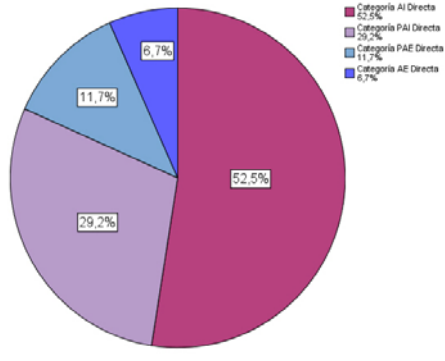
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## RESULTS

### SEQUENCES OF ACTIONS [direct translation]



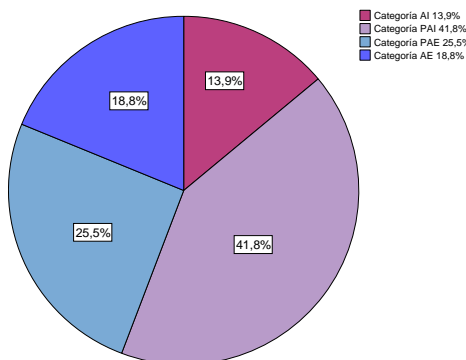
Porcentaje de las secuencias de acciones. TRADUCTORES. Traducción directa



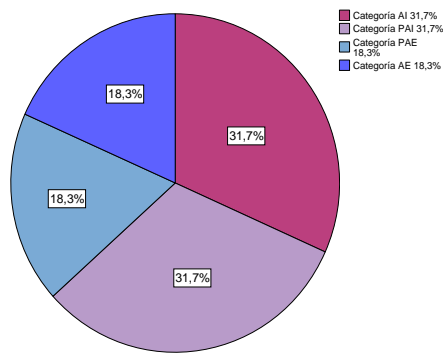
Porcentaje de las secuencias de acciones. PROFESORES. Traducción directa

## RESULTS

### SEQUENCES OF ACTIONS [inverse translation]



Porcentaje de las secuencias de acciones. TRADUCTORES. Traducción inversa.



Porcentaje de las secuencias de acciones. PROFESORES. Traducción inversa.



## RESULTS

### SEQUENCES OF ACTIONS: TENDENCIES OBSERVED

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- **Internal Support** is more characteristic of teachers
- **Predominantly Internal Support** is more characteristic of translators
- **Predominantly External Support** is used a little more often in inverse translation than in direct translation by both groups
- **External Support** is used much more often in inverse translation than in direct translation by both groups

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## RESULTS

### SEQUENCES OF ACTIONS + ACCEPTABILITY

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**In general, Predominantly Internal Support leads to more acceptable solutions.**

#### DIRECT TRANSLATION

In the case of Translators, Predominantly Internal Support leads to more acceptable solutions (47,3%).

In the case of Teachers, Internal Support leads to more acceptable solutions (63,7%).

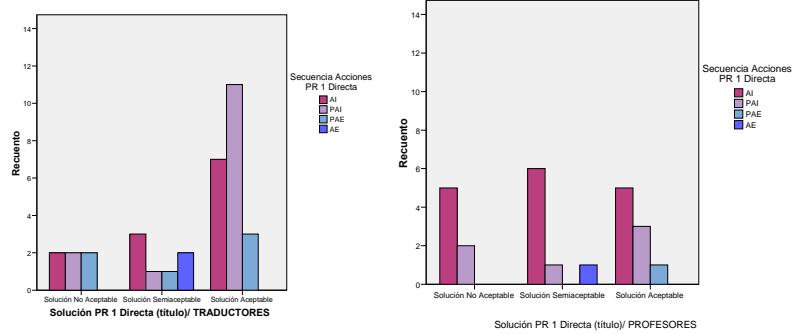
#### INVERSE TRANSLATION

In both groups, Predominantly Internal Support leads to more acceptable solutions (Translators 51,9%; Teachers 38,6%).

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**DIRECT TRANSLATION**

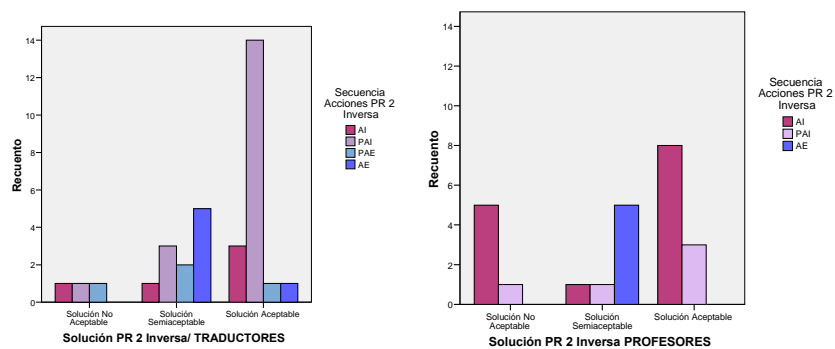
Rich Point 1: Title



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**INVERSE TRANSLATION**

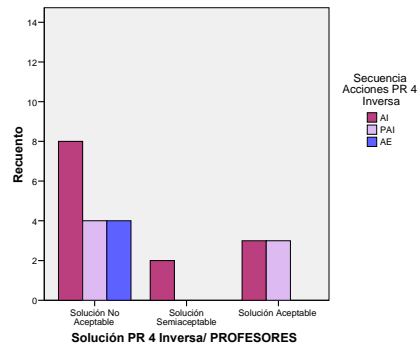
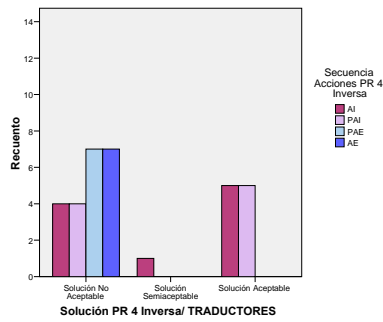
Rich Point 2: "gobierno alfonsino"



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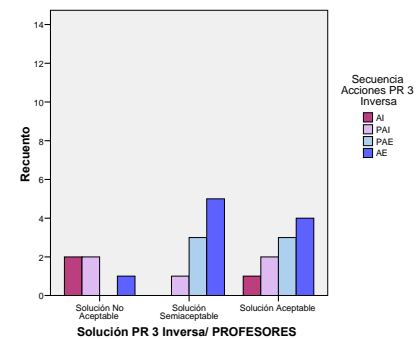
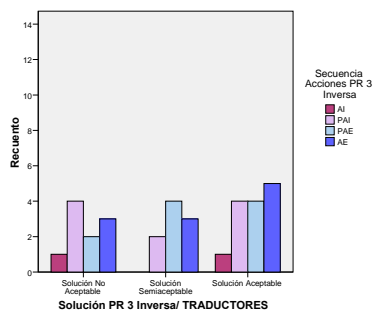
**INVERSE TRANSLATION**

Rich Point 4: “geografía comarcal”



**INVERSE TRANSLATION**

Rich Point 3: “desenfreno y dilapidación”



- TRANSLATION PROJECT
- PROBLEM IDENTIFICATION AND SOLUTION
- + TRIANGULATION OF DATA

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